DOCUMENT RESUME

ED 197 366 CS 206 071

TITLE Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1980 (Vol. 41 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 80

NOTE 16p.: Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Biculturalism; *Bilingual Education; Bilingualism; Bilingual Students; Code Switching (Language); *Dialect Studies; *Doctoral Dissertations; Elementary Secondary Education; English (Second Language); Higher Education; Language Processing; *Language Research; Language Usage; Reading Skills; *Second Language Learning

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics, including the following: (1) comparison of achievement test scores between bilingually and nonbilingually instructed Cherokee Indians; (2) issues related to the social phenomenon of black English; (3) comparison of the form and function of code switching of Chicano and Puerto Rican children; (4) selection of reading materials relevant to the culture of black people; (5) peer tutoring, social interaction, and the acquisition of English as a second language by Spanish speaking children; (6) teachers' responses to bilingual students' oral language errors; (7) the effect of the language of instruction on the reading achievement of limited English speakers; (8) linguistic demands and cognitive functioning of standard versus black English; (9) attitudes toward reading and self-concept of students in an individualized bilingual reading program; and (10) the transfer of reading skills between first and second language. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED197366

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1980 (Vol. 41 Nos. 1 through 6)

Compiled by the staff of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
University Microfilms International
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS206071

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1980 by University Microfilms International), and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Adiv, Ellen
AN ANALYSIS OF SECOND LANGUAGE PERFORMANCE IN TWO TYPES OF IMMERSION PROGRAMS

Bacon, Herbert Lafayette
A COMPARATIVE STUDY OF ACHIEVEMENT TEST SCORES BETWEEN BILINGUALLY INSTRUCTED AND NONBILINGUALLY INSTRUCTED CHEROKEE INDIAN STUDENTS

Barankin, Joseph Paul
SELECTED ISSUES RELATED TO THE SOCIAL PHENOMENON OF BLACK ENGLISH

Barnes-Harden, Alene Leett
AFRICAN AMERICAN VERBAL ARTS: THEIR NATURE AND COMMUNICATIVE INTERPRETATION (A THEMATIC ANALYSIS)

Benson, Beverly Ann
A QUANTITATIVE ANALYSIS OF LANGUAGE STRUCTURES IN COMPOSITIONS WRITTEN BY FIRST AND SECOND LANGUAGE LEARNERS

Coballes-Vega, Carmen
A COMPARISON OF THE FORM AND FUNCTION OF CODE-SWITCHING OF CHICANO AND PUERTO RICAN CHILDREN

Evans, Adeline Lemelle
A STYLISTIC CONTENT ANALYSIS OF SPEECHES OF BLACK COLLEGE STUDENTS

Holtzman, Wayne Harold, Jr.
DIVERGENT THINKING AS A FUNCTION OF THE DEGREE OF BILINGUALISM OF MEXICAN-AMERICAN AND ANGLO FOURTH-GRADE STUDENTS

Jordan, Abbie Hester Williams
THE SELECTION OF READING MATERIALS RELEVANT TO THE CULTURE OF BLACK PEOPLE FOR POSSIBLE USE WITH STUDENTS IN PREDOMINANTLY BLACK SENIOR COLLEGES

Johnson, Donna Mary
PEER TUTORING, SOCIAL INTERACTION, AND THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE BY SPANISH-SPEAKING ELEMENTARY SCHOOL CHILDREN

Johnson, Nancy Kathleen
AN ANALYSIS OF TEACHERS' RESPONSES TO FIRST GRADE BILINGUAL STUDENTS' ORAL LANGUAGE ERRORS

Lakhdar, Sidi Mohamed
LEARNING AND RECALL IN THE LANGUAGE OF DOMINANCE OF SLOW-LEARNING SPANISH-ENGLISH BILINGUAL KINDERGARTEN CHILDREN

Melendez, William Anselmo
THE EFFECT OF THE LANGUAGE OF INSTRUCTION ON THE READING ACHIEVEMENT OF LIMITED ENGLISH SPEAKERS IN SECONDARY SCHOOLS

Mortensen, Eileen Mary
COMPARISON OF SELECTED LANGUAGE, WORD-ATTACK, AND COMPREHENSION SKILLS OF NATIVE SPANISH-SPEAKING ELEMENTARY STUDENTS IN A BILINGUAL PROGRAM AND NATIVE SPANISH-SPEAKING ELEMENTARY STUDENTS IN A MONOLINGUAL PROGRAM

Naugle, Margaret Vance
A COMPARISON OF THE EDL LEARNING 100 PROGRAM AND THE WORKBOOK METHOD OF TEACHING READING TO CHOCTAW ADULTS

Nelson, John E.
LANGUAGE SYSTEMS IN ADULT INFORMAL SECOND LANGUAGE LEARNERS

Neufield, Jacqueline Krause
THE EFFECTS OF NEW-WORD DENSITY ON MEASURES OF READING COMPREHENSION IN UNIVERSITY ENGLISH AS A SECOND LANGUAGE STUDENTS

O'Brien, Francis Joseph
READING COMPREHENSION AMONG BLACK AMERICAN ENGLISH SPEAKERS IN BLACK AMERICAN ENGLISH AND STANDARD AMERICAN ENGLISH

Parsons, Jeanette
A STUDY OF THE RELATIONSHIP OF NOUN PLURALIZATION SKILLS AND READING ACHIEVEMENT WITH THIRD GRADE BLACK-ENGLISH-SPEAKING STUDENTS

Perez, Charlene Sharon Gillespie
SYNTACTIC COMPLEXITY OF THE BILINGUAL CHILD: SOME THEORETICAL CONSIDERATIONS AND PEDAGOGICAL IMPLICATIONS

Pollack, Melanie Dreisbach
THE EFFECTS OF TESTWISENESS, LANGUAGE OF TEST ADMINISTRATION, AND LANGUAGE COMPETENCE ON READINESS TEST PERFORMANCE OF LOW ECONOMIC LEVEL, SPANISH-SPEAKING CHILDREN

Pica, Louis, Jr.
LANGUAGE VARIABLES IN THE READING ACHIEVEMENT OF BLACK LOW SOCIO-ECONOMIC CHILDREN

Rogers-Wright, Mary Ann
LINGUISTIC DEMANDS AND COGNITIVE FUNCTIONING OF STANDARD VS. BLACK ENGLISH AMONG BLACK CHILDREN

Thomas, Dorina Alaniz
READING ACHIEVEMENT OF CHICANO CHILDREN AS A FUNCTION OF LANGUAGE SPOKEN AND LANGUAGE PREFERENCE

Villarreal, Judith Garcia
A STUDY OF ATTITUDES TOWARD READING AND SELF-CONCEPT OF STUDENTS IN A SELECTED BILINGUAL INDIVIDUALIZED READING PROGRAM

Williams, Carl Lyman
THE TRANSFER OF READING SKILLS
BETWEEN FIRST AND SECOND LANGUAGE
IN BILINGUAL JUNIOR HIGH STUDENTS
OF SPANISH ORIGIN

AN ANALYSIS OF SECOND LANGUAGE PERFORMANCE IN TWO TYPES OF IMMERSION PROGRAMS

ADIV, ELLEN, PH.D. *McGill University (Canada)*, 1980.

The purpose of this research was to investigate the learning of French and Hebrew as second languages. The subjects were 114 native English-speaking children from grades 1, 2 and 3 studying in two different immersion programs: an all-French program and a French/Hebrew program. Each child was administered an oral expression test in French. Each child in the French/Hebrew program was also administered the same test in Hebrew. The results show that: (1) the children in the all-French program were more proficient in French than the children in the French/Hebrew program; (2) the improvement in the oral performance in French from grade 1 to grade 3 was more pronounced in the all-French program than in the French/Hebrew program; (3) the improvement in the oral performance from grade 1 to grade 3 was less consistent in Hebrew than in French. The results lead to the conclusion that similar strategies are applied to the learning of French and Hebrew as second languages. These findings suggest certain pedagogical implications.

A COMPARATIVE STUDY OF ACHIEVEMENT TEST SCORES BETWEEN BILINGUALLY INSTRUCTED AND NONBILINGUALLY INSTRUCTED CHEROKEE INDIAN STUDENTS

Order No. 8016921

BACON, HERBERT LAFAYETTE, ED.D. *The University of Oklahoma*, 1980. 136pp. Major Professor: Gerald Kidd

A controlled number of linguistically deprived Cherokee Indian children living in rural northeastern Oklahoma Indian communities have receive bilingual instruction through the Cherokee Bilingual Education Program. This instruction has been continuous for periods varying from two to five years depending on the project school. There has been a need for a study that would determine if Cherokee Indian students who received bilingual instruction improved significantly in specific academic areas after an intermediate period of time as compared to a comparable group of Cherokee Indian students who did not received bilingual instruction.

The purpose of this study was to determine if the eighth grade reading and mathematics achievement scores of Cherokee Indian students who received bilingual instruction in grades one through five were significantly different from the eighth grade reading and mathematics achievement scores of comparable eighth grade Cherokee Indian students who did not receive bilingual instruction. A secondary purpose of this study was to determine whether the eighth grade reading and mathematics achievement scores of five-year bilingual education participants were significantly different from the reading and mathematics achievement scores of four-year bilingual education participants.

The subjects selected for this study were divided into two treatment groups and one control group. The seventeen subjects in the first treatment group were Cherokee Indian students who received bilingual instruction through the Cherokee Bilingual Education Program for five consecutive years. The eighteen subjects in the second treatment group were Cherokee Indian students who had received bilingual instruction through the Cherokee Bilingual Education Program for four consecutive years. The subjects in the two treatment groups comprised nearly one hundred percent of the population who participated in the Cherokee Bilingual Education Program for four or five consecutive years. The eighteen subjects in the control group consisted of comparable Cherokee Indian students who had not received bilingual instruction.

The analysis of covariance was selected as the primary statistical technique, since it allowed one to test for mean differences between the groups with respect to relevant variables. The seven dependent variables used in the analysis were age, sex, I.Q., grade point average, speaker of Cherokee, degree of Indian blood, and father's educational level. The two independent variables used in this study were reading and mathematics achievement mean scores.

The results of the analysis revealed that both treatment groups made significant gains over the control group in reading and mathematics achievement at the .05 level of confidence. A comparison of the adjusted mean scores indicated that there was no significant difference at the .05 level of confidence between the two treatment groups in reading and mathematics achievement.

The conclusion derived from this study was that the linguistically deprived Cherokee Indian students need to receive bilingual instruction in order to improve their reading and mathematics achievement. It was also concluded that four consecutive years of bilingual instruction is as effective with linguistically deprived Cherokee Indian children as five consecutive years of bilingual instruction.

SELECTED ISSUES RELATED TO THE SOCIAL PHENOMENON OF BLACK ENGLISH

Order No. 8023470

BARANKIN, JOSEPH PAUL, PH.D. *United States International University*, 1980. 159pp. Chairperson: Thomas MacCalla

The Problem. Although the existence and linguistic legitimacy of black English have been well established in the linguistic literature, the language form and its speakers remain under the stigma of social nonacceptance. This research was designed to explore black English as a social phenomenon and provide some insight into its implications.

Method. The study raised and examined three selected issues related to the continuing lack of acceptance of black English as an American social phenomenon: (1) the nature of the major schools of thought on the use and implications of the use of black English; (2) the question of ethnicity and acceptance of black English; and (3) the social and educational implications of acceptance of black English, including prevalent apprehensions related to acceptance and the psychological and social impact of rejection.

The study was based on an overall descriptive research design within which two methodologies were employed. The predominant methodology involved the presentation, analysis, and discussion of data gleaned from the relevant literature, from both formal and informal interviews of both speakers and nonspeakers of black English, and from observation of a wide range of educational and social environments in which black English occurs. In addition, a quasi-experimental methodology was used in the exploration of the relationship between ethnicity and acceptance of black English.

Results. The exploration of the major schools of thought on the use of black English revealed a wide range of arguments both for and against the language form representing a number of academic disciplines. The discussion of this issue led to the conclusion that no substantial case can be made for black English, per se, being less than adequate or detrimental to its speakers. Nevertheless, it was clear that, for the most part, the social and educational circumstances associated with black English are viewed negatively.

The quasi-experimental component and discussion of the second issue led to the conclusions that the increase in acceptance of black English in recent years has been minimal and that there is no significant difference between the attitudes of blacks and those of nonblacks toward black English. Therefore, it was concluded that the acceptance of black English will not be hastened by increases in the educational achievements of blacks or increases in their numbers among the ranks of educators.

Finally, the conclusion was reached that the predominant basis of the rejection of black English is social rather than linguistic and that, therefore, it is really a rejection of those who speak black English. Discussion of the impact of this rejection led to the conclusion that considerable psychological and developmental damage results and that the ultimate social effect is counterproductive in that it forces speakers of black English to protect themselves by turning even more exclusively to their language form and to the environments in which it, and they, are accepted rather than affording them the security necessary to accepting and using other language systems, specifically standard English.

The study concluded that black English is not a linguistic, cognitive, physiological, nor even an ethnic or racial issue but is fundamentally an issue of social class; and that when American society is ready to accept all black people to full membership, black English, too, will be accepted and will simply cease to be a "problem."

AFRICAN AMERICAN VERBAL ARTS: THEIR NATURE AND COMMUNICATIVE INTERPRETATION (A THEMATIC ANALYSIS)

Order No. 8016195

BARNES-HARDEN, ALENE LEETT, PH.D. *State University of New York at Buffalo*, 1980. 186pp.

This theses analyzes the thematic nature of six Afro-American verbal art forms: toasts and jokes; proverbs (and proverbial expressions) and superstitions; games and the dozens. Two art forms each are discussed in Chapters II, III, and IV respectively. First, a definition of each is offered at the beginning of each chapter, then data collection and analysis are covered.

The study is significant for a number of reasons. First, it provides the reader with a perspective on the relationship between race pride and folklore. Secondly, it supports the view that folklore serves four primary functions; amusement, validating culture, educating, and maintaining conformity. Thirdly, it complements present literature which develops and enhances a positive self-concept for black people. Fourthly, it aims at a crosscultural communication scope through ethnic understanding.

The purpose of this study is to reveal the contexual quality of Afro-American verbal art forms in terms of the themes they project. By doing so, it is my hope to show the psychosocial values of African Americans. All subjects employed were of African American descent ranging from age 2 to 48. Each chapter consisted of at least one male and one female but the population in each chapter varied according to availability.

Two principle methodologies were utilized; one for the purpose of thematic isolation and one for data collection purposes. The former describes Lofland's method for analyzing social settings by specifying the interrelationship of ideas contained within data through labeling. The latter offers a guide for field workers interested in folklore. The two methods suggested by Goldstein are observations and interview although supplementary field methods are not ignored. This theses makes use of the interview; participant and nonparticipant observation; and supplementary field methods drawn from the literature.

The final chapter concludes with some reflection on the discoveries in Chapters II, III and IV. It also poses questions for future research.

A QUANTITATIVE ANALYSIS OF LANGUAGE STRUCTURES IN COMPOSITIONS WRITTEN BY FIRST AND SECOND LANGUAGE LEARNERS

Order No. 8026712

BENSON, BEVERLY ANN, PH.D. *University of Kansas*, 1980. 254pp.

Many second language students who have achieved the desired proficiency scores which permit them to take university-level courses, as well as many native English speakers, often need additional writing instruction and practice before they can meet the standards of traditional freshman composition courses. This study attempted to refute the assumption that university-level composition students who have numerous sentence-level difficulties have different problems and need to develop different skills if they are native speakers of English than if they are students for whom English is a second language. Previous descriptions of syntactic maturity levels and sentence-level difficulties have generally focused either on native English writers or have focused on the writers for whom English is a second language; few have examined and compared the two groups.

The present study was designed to describe and compare the sentence-level writing abilities of five English-speaking subjects and six English as a second language subjects enrolled in a basic writing course at the University of Kansas during the spring 1979 semester. Six writing samples were taken from each subject at spaced intervals throughout the semester. Specifically, this study was designed to determine if subjects in the two groups wrote on similar syntactic levels (Hunt, 1970; Golub, 1973; Larsen-Freeman, 1978) and to determine if subjects in the two groups exhibited similar sentence-level errors and mistakes (Scott and Tucker, 1974; Sternglass, 1974). Seven syntactic maturity indices and eighteen categories of sentence-level difficulties were identified, tabulated, and compared. Similarities and differences between subjects and groups at this level of analysis were pointed out and commented on.

The analysis revealed that the second language subjects, on the average, wrote more words, wrote longer T-units, and made more recorded errors and mistakes. However, calculations of seven syntactic indices resulted in nearly identical mean scores, and the students' mean words per T-unit, mean words per error-free T-unit, and mean words per error supported the hypothesis that the writing abilities of the subjects in the two groups examined in this study were similar. Of the eighteen categories examined for sentence-level problems, spelling proved to cause the most problems but also showed the greatest percentage of improvement over the semester. For some of the errors and mistakes, total usage of the structure was counted and errors per total usage were calculated in order to provide a hierarchy of students' real areas of difficulty per usage. For example, some structures were used incorrectly several times because of the frequent need for them. In the areas examined in this study, the two groups of subjects were similar in their syntactic maturity indices and in the types of sentence-level difficulties. There were, however, differences in the proportion of deviation within the categories. That is, differences appeared in degree rather than in kind so that a quantitative rather than a qualitative difference existed. In other words, the subjects made the same types of errors and mistakes, but some made more of them than others. However, when the sentence-level problems made at the beginning were compared to those made at the end of the semester, progress in most areas could be seen. The data examined in this study provided a rank ordering of the subjects' areas of difficulty and tentatively placed the two groups at similar stages of interlanguage development.

Limitations of the study, classroom implications, and recommendations for future research were noted. Student data collection sheets and the classified sentence-level errors and mistakes have been appended to this study.

A COMPARISON OF THE FORM AND FUNCTION OF CODE-SWITCHING OF CHICANO AND PUERTO RICAN CHILDREN

Order No. 8017924

COBALLES-VEGA, CARMEN, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 225pp.

This study examined the nature of the form and function of code-switching of Chicano and Puerto Rican bilingual children. For this study "code-switching" was defined as the alternation of the syntactic elements of two languages within an utterance.

The sample included thirty-two subjects, ages 9-14, who were divided into eight cells on the variables of language dominance, sex and ethnicity. Sixteen subjects were English-dominant and the other sixteen were Spanish-dominant. There were two experiments which tested the syntactic constraints on code-switching: (1) The Sentence Repetition Task (SRT) and (2) The Sentence Judgment Task (SJT). The SRT required the subjects to repeat thirty sentences that had code-switches at three syntactic points. In the SJT, the subjects responded to twenty-four sentences which had both Spanish and English (either beginning in Spanish and ending in English, or beginning in English and ending in Spanish). The subjects were asked to state whether the sentence was mostly Spanish or mostly English. The Spontaneous Speech Samples of Paired Interactions (SSSPI) provided data on the various functions (uses) of code-switching in an interaction with a peer of the same ethnicity and sex and the experimeter. There were sixteen matched pairs where all the variables were maintained constant and sixteen unmatached pairs where Spanish-dominant and English-dominant children were paired with ethnicity and sex held constant.

The results from the SRT indicated that language dominance did have an effect in the subjects' repetitions of sentences with the verb-infinitive constraint. The subjects kept the verb-infinitive intact in either Spanish or English. The data also indicated no differences in the repetitions of males and females. Regarding ethnicity as a variable, the data showed no differences between Puerto-Ricans and Chicano subjects' repetitions of test items. However, there were major findings in the changes subjects made at the object noun phrase following the verb phrase. This indicates that the language of the verb preceding the object noun phrase had an effect on the subjects' code-switches at the noun phrase constituent level. Another major finding was that English-dominant subjects produced both English-to-Spanish and Spanish-to-English code-switches, while Spanish-dominant subjects produced mostly Spanish-to-English switches.

The results form the SJT demonstrated that there were no major differences in the say subjects judged sentences as being either Spanish or English based on the variables mentioned above. Generally, subjects made judgments based on the language that the sentence started with.

The results from the SSSPI indicated that Spanish-dominant subjects in the matched pairs produced twice the number of switches than their English-dominant counterparts. There was little difference between the English-dominant and Spanish-dominant subjects in the unmatched pairs in the amount of code-switches. There is also evidence that showed that certain topics such as "Television Programs" and "After School Play" elicited more instances of code-switching. Also, the data from these interactions shows that language dominance of the listener was an important function in determining the language choice of a speaker. In five of the eight unmatched pairs, the speakers chose the language code of the peer even it it was not his/her dominant language.

Based on the findings from the SRT and the SJT, it was concluded that bilingual children use certain surface syntactic rules for code-switching which are consistent. From the evidence in the SSSPI, it was concluded that children who code-switch or who use Spanish and English alternately are not confused. They are responding to a number of factors which must be considered in their language choice (e.g., language dominance, sex and ethnicity of participants, setting and topic). Pedagogical implications of the study indicate that the classroom teacher should not discourage code-switching when it occurs freely in the classroom. However, she should be familiar enough with code-switching so that it can be used as a teaching and learning device within the classroom.

A STYLISTIC CONTENT ANALYSIS OF SPEECHES OF BLACK COLLEGE STUDENTS

Order No. 8021099

EVANS, ADELINE LEMELLE, PH.D. *The Florida State University*, 1980. 217pp. Major Professor: Thomas R. King

Speeches of black college students were content analyzed for selected stylistic features. The purposes of the investigation were to collect normative data on the speaking styles of black college students in public speaking and to determine whether selected stylistic features of speeches of black college students at a predominantly black university were different from those of black college students at a predominantly white university.

Audiotapes were made of students presenting speeches in beginning speech classes at Florida A & M University and at Florida State University. From these speeches, 25 presented by black college students were randomly selected from the predominantly black university and 21 by black college students from the predominantly white university. Three samples selected from each of the 46 speeches were taken from the beginning, middle, and ending of the speech. These samples were coded for the following stylistic variables: word length, sentence length, segmental Type-Token Ratio, Adjective-Verb Quotient, T-unit length, main clause coordinate index, clause length, subordinate clause index, Flesch's Reading Ease Score, Flesch's Human Interest Score, nonfluencies, and black dialect syntax.

The means computed for the speeches of the black college students on the 12 variables were as follows: (1) A mean word length of 1.46 syllables per word. (2) A mean sentence length of 18.04 words per sentence. (3) A mean segmental Type-Token Ratio of .74. (4) A mean Adjective-Verb Quotient of .33. (5) A mean T-unit length of 14.86 words per T-unit. (6) A mean main clause coordinate index of 1.22 T-units per sentence. (7) A mean clause length of 9.48 words per clause. (8) A mean subordinate clause index of 1.52. (9) Flesch's Reading Ease mean score of 60.68. (10) Flesch's Human Interest mean score of 41.65. (11) A mean nonfluency index of 3.28 nonfluencies. (12) A mean black dialect syntax score of .70.

As a group, the speeches were similar to speeches of other college students on the twelve variables studied. Great variability in speaking ability existed among the black college student speakers.

A significant difference was found between the speeches of the black college students at the predominantly black university and those of the black college students at the predominantly white university on mean word length, mean sentence length, mean main clause coordinate index, and mean Flesch's Reading Ease Score. A comparison of the means of the two groups of speeches suggested a more complex speaking style for the speeches of the predominantly black university group.

DIVERGENT THINKING AS A FUNCTION OF THE DEGREE OF BILINGUALISM OF MEXICAN-AMERICAN AND ANGLO FOURTH-GRADE STUDENTS

Order No. 8021448

HOLTZMAN, WAYNE HAROLD, JR., PH.D. *The University of Texas at Austin*, 1980. 129pp Supervisor: Ira Iscoe

Recent research suggests that bilingualism exerts a positive effect on certain aspects of cognitive development in grade school children. However, most studies have not controlled for the possible confounding effects such as subjects' IQ, socioeconomic status, linguistic proficiency in L_1 and L_2, sex and age. The design of the present study minimized these confounding factors and investigated the relationship between an important aspect of cognitive development, divergent thinking, and English/Spanish bilingualism. Cummins' threshold hypothesis and theory of developmental interdependence provided the theoretical framework for the study.

The sample consisted of 23 Anglos and 108 Mexican-American boys and girls from a semirural West Texas community, and 24 Mexican-Americans residing in San Antonio, Texas. All subjects were enrolled in the fourth grade, with an average age of 10 years 5 months, and were of low SES.

Subjects were administered the Raven's Standard Progressive Matrices and the figural and verbal portions of the Torrance Tests of Creative Thinking (TTCT). The Raven scores served as a covariate in order to control for possible differences in level of IQ. The TTCT scales of fluency and of flexibility for both verbal and figural tests constituted the four dependent measures.

The degree of linguistic proficiency in Spanish and English was assessed by administering individually the Oral Language Proficiency Measure to each subject, who on the basis of scores were assigned to one of five groups: (1) monolingual English-speaking Anglos; (2) monolingual English-speaking Mexican-Americans (San Antonio); (3) monolingual Spanish-speaking Mexican-Americans; (4) bilingual limited English, fluent Spanish Mexican-Americans; and (5) fluent bilingual Spanish/English Mexican-Americans.

It was hypothesized that for both figural and verbal fluence and flexibility, as measured by the TTCT, (1) highly fluent bilinguals would have higher divergent thinking scores than the bilinguals who were completely fluent only in one language; (2) the limited English, fluent Spanish bilinguals would have a lower degree of divergent thinking than the three monolingual groups; and (3) the Spanish-speaking monolinguals would show the same degree of divergent thinking as the English-speaking Anglo and Mexican-American monolinguals.

Results: There were no sex differences. Hypotheses 1 and 3 were generally supported for the verbal but not the figural prediction. Hypothesis 2 was not supported. Fluent bilinguals were superior to limited English, fluent Spanish bilinguals on verbal portions but not on the figural part of the TTCT. Surprisingly, the Spanish-speaking monolinguals achieved significantly higher scores than the other groups on Figural Fluency and Figural Flexibility. Significant differences on the Raven's Matrices existed across language groups, but intercorrelations between Raven percentile scores, occupational level of father, and the TTCT measures of divergent thinking were low (from −.29 to .37).

The implications of the findings are discussed, as well as suggestions for future research. The results suggest that further studies investigating the relationship between the degree of bilingualism and cognitive development would be a fruitful area of research.

THE SELECTION OF READING MATERIALS RELEVANT TO THE CULTURE OF BLACK PEOPLE FOR POSSIBLE USE WITH STUDENTS IN PREDOMINANTLY BLACK SENIOR COLLEGES

Order No. 8017166

JORDAN, ABBIE HESTER WILLIAMS, ED.D. *University of Georgia*, 1980. 200pp. Director: Ira E. Aaron

The purpose of this study was to select and pilot materials relevant to the lives of black people in the past and present, fictional and non-fictional. The materials were selected and used with black undergraduate students in the University System of Georgia who were in need of remedial reading. The procedures included: (1) developing a rating scale, (2) selecting materials, (3) finding readability levels of materials, (4) identifying skills in reading, (5) analyzing evaluative items, (6) developing accompanying sheets, (7) using an attitude inventory, (8) identifying students' grade equivalents in reading, (9) color-coding materials, (10) determining mastery of materials, (11) describing the classroom, (12) selecting students, (13) scheduling classes, (14) initial meeting of students, (15) succeeding meetings of classes, (16) piloting materials, (17) interpreting pre- and post-results, (18) developing an instructor's guide and additional evaluative items.

According to the criteria established for rating the 52 selections collected, 42 of 47 qualified to be rated; the remaining five were disregarded.

The post-test scores of the students' attitudes and reading indicated a more positive attitude toward reading and a gain in reading skills.

Based on the results of this study, there appears to be a need for materials relevant to black college students who are in need of remedial reading.

A series of functional recommendations, based upon the data, and their interpretations are also offered to instructors of reading and administrators in academic settings.

PEER TUTORING, SOCIAL INTERACTION, AND THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE BY SPANISH-SPEAKING ELEMENTARY SCHOOL CHILDREN

Order No. 8016836

JOHNSON, DONNA MARY, PH.D. *Stanford University*, 1980. 162pp.

There have been few studies in child second-language acquisition in which treatment variables have been manipulated. Consequently, practitioners have learned little from researchers about how to structure classrooms to promote second language (L2) learning in both formal and informal settings. The purpose of this study was to examine social factors in L2 acquisition. The study investigated the effects of a peer-tutoring treatment designed to promote second-language acquisition through social interaction.

Two hypotheses were investigated. First, it was expected that limited English-speaking (LES) children receiving a peer-tutoring treatment would interact verbally with fluent English-speaking (FES) children to a greater degree than would LES children in a control group. Second, it was hypothesized that there would be a positive relationship between (1) frequency of verbal interaction of LES children with English speakers and (2) growth in English language proficiency by LES children.

Subjects were 16 limited English-speaking Mexican-American children who were attending a seven-week bilingual summer program at Stanford University's experimental school. Also attending were 20 fluent English speakers. The children ranged from five to nine years of age. A matched pairs experimental design was employed. LES children were pretested on three measures of English language proficiency. They were also observed in order to determine the degree to which they interacted in English with FES children. LES children were then paired on the basis of a composite English language proficiency score and an interaction score. One member of each pair was randomly assigned to a treatment group and the other to a control group. FES children were paired on age and sex and members of the pairs were assigned to the treatment or the control group.

The treatment consisted of fourteen one-hour peer-tutoring sessions in which an LES child was paired with an FES child. The purpose of the tutoring was to provide social contact between children of the two ethnolinguistic groups and to provide the LES children with successful experiences communicating in English. Control-group children engaged in the same activities, but in large-group, teacher-directed sessions. In order to control for teacher effects, teachers alternated weekly between treatment and control groups for the one-hour sessions.

To measure quantity and type of verbal interactions, the Language Use and Interaction System (LUIS) was used. Observers focused on one child at a time and recorded information about the nature of each utterance, the language of the utterance, characteristics of the addressee, and the setting. Children were observed for 20 to 40 minutes each week at times when they were free to interact with children of their choice in the language of their choice. Subjects were pre- and posttested on three measures of English language proficiency: the Peabody Picture Vocabulary Test (PPVT), the Language Assessment Scales (LAS), and the Child-Child Communication Test (CCCT).

Results of a trend analysis, a correlational analysis and t-tests provide some evidence that LES children in the treatment group interacted with FESs to a greater degree than did children in the control group, thus providing some support for the first hypothesis. The second hypothesis was not supported. A partial correlation analysis indicated that there was no relationship between amount of interaction in English with FESs and growth made in English language proficiency.

The effect of the treatment on English language proficiency was also examined. The treatment group significantly out-performed the control group on the PPVT. No significant differences were found between the two groups on the other two language proficiency measures.

The results indicate that it may be possible to manipulate social interaction between language learners and fluent speakers through a peer-tutoring technique. They also indicate that the technique was effective in improving vocabulary comprehension. Peer tutoring shows promise for enhancing both formal language teaching and informal language acquisition.

AN ANALYSIS OF TEACHERS' RESPONSES TO FIRST GRADE BILINGUAL STUDENTS' ORAL LANGUAGE ERRORS

Order No. 8021453

JOHNSON, NANCY KATHLEEN, PH.D. *The University of Texas at Austin*, 1980. 149pp. Supervisor: Judith W. Lindfors

Pedagogical research in second language acquisition has typically focused on adult learners in academic settings or children learning second languages in non-academic settings. This research was motivated by a need for a precise description of one aspect of second language teaching: the methods of error treatment utilized by teachers of young students in bilingual programs.

Teachers of English as a Second Language in elementary school bilingual programs face a relatively uncharted sea when they confront decisions pertaining to teaching methods for their young students. In this study teacher treatment of error was analyzed among sociolinguistic dimensions in order to describe the repertoire of alternatives teachers might use in responding differentially to their students' mistakes.

Using modified ethnographic techniques, the research included observation and videotape of four first grade classrooms in two schools during oral language instruction. Two classes were taught in English, and two were taught in Spanish.

Out of five hours of videotape for each teacher, the last three hours were selected for analysis of the error-response episodes. Each teacher identified from the videotapes the errors made by the Spanish- and English-speaking students in her class. Errors were categorized according to a discourse model of teacher feedback to learner error.

Error-response episodes were analyzed for their role in classroom discourse, as well as to determine the individual teachers' styles of differential error treatment. Four distinct styles of corrective treatment were found. These response styles were characterized for their relationships to current theory in first and second language acquisition.

LEARNING AND RECALL IN THE LANGUAGE OF DOMINANCE OF SLOW-LEARNING SPANISH-ENGLISH BILINGUAL KINDERGARTEN CHILDREN

Order No. 8024125

LAKHDAR, SIDI MOHAMED, ED.D. *Boston University School of Education*, 1980. 116pp. Major Professor: Sue Allen Warren

This study was designed to explore one aspect of the choice language of instruction in bilingual education. With much of the research in regular bilingual education favoring instruction in the native language, this study investigated the learning of an arithmetic concept by slow-learning bilingual kindergarten children instructed in their language of proficiency (native or second language).

The subjects were 20 Spanish-English bilingual kindergarten children from a low SES community north of Boston. The children were divided into two groups of 10 each according to their language of dominance. Only those children whose level of proficiency in either Spanish or English was 4 on the Bilingual Syntax Measure were selected for this study. All 20 children had a score between one and two standard deviations below the mean on the Goodenough-Harris Drawing Test.

The children were given a pre-test to determine their knowledge of numbers and concepts of addition. Based on the results of this test, the arithmetic concept 3 + 2 was selected for instruction. The Spanish-dominant children were taught the concept in Spanish, the English-dominant in English. Instruction was conducted on an individual basis by a teacher who was fluent in both Spanish and English.

The children were individually tested for their Short-Term (5 minutes) recall of the concept and for their Delayed recall (seven days later). Testing was conducted in the language of dominance of the child using Concrete stimuli (cubes and pennies), Visual-Symbolic stimuli (number-cards), and Verbal-Symbolic stimuli (language only).

The Binomial Test was used to test for the relationship between the two language-dominant groups and their ability to recall the concept. The criterion for the test of Short-Term recall was two correct responses out of two trials (100%); the criterion for the test of Delayed Recall was set at one correct response out of two trials (50%). Post hoc analysis was done using the Binomial Test to determine if results would have been different had the criterion for the test of Delayed recall been set at 100% accuracy. A post hoc Sign Test was used to determine which of the 3 test stimuli the children used more often correctly in recalling the concept.

No significant differences (.05 level) in Short-Term or in Delayed recall were apparent between the two language-dominant groups. The children who were taught in their native language (in which they were both dominant and proficient) did not differ in recall from the children who were taught in the second language (in which they were both dominant and proficient). The results seem to support a practice of placing bilingual children in academic programs according to their language of dominance if the children are proficient in that language.

There was a consistent and statistically significant trend for the children to perform more successfully when tested with Concrete stimuli (the major stimuli used in teaching the concept) than with Visual-Symbolic or Verbal-Symbolic stimuli; success was also greater with Visual-Symbolic test stimuli than with Verbal-Symbolic test stimuli. These results seem to indicate that for such young children the language of instruction may not have been as important a factor as the use of Concrete stimuli in teaching.

THE EFFECT OF THE LANGUAGE OF INSTRUCTION ON THE READING ACHIEVEMENT OF LIMITED ENGLISH SPEAKERS IN SECONDARY SCHOOLS

Order No. 8016889

MELENDEZ, WILLIAM ANSELMO, ED.D. *University of the Pacific*, 1980. 130pp.

Purpose. The purpose of this study was to determine the effect that the language of instruction has on the reading ability of limited English speaking students at the secondary school.

Procedure. Reading test scores from several secondary school districts in California were subjected to statistical analyses to ascertain the effect that the language of instruction had on the reading ability of secondary students with a linguistically distinct background, namely, a Spanish mother tongue. Two dependent variables were used, English and Spanish reading test scores. The independent variable, reading instructional treatment, conducted in English, Spanish, or bilingually. The data was analyzed by ANCOVA and the post-hoc comparison of test means, Scheffe.

Conclusion. This study suggests mother tongue reading instruction of limited English speaking secondary students promotes literacy in the first language and has a positive effect on the reading ability in the second language. The improved literacy in the mother tongue promotes English language reading skills.

Recommendations. An improvement in the state of the art in bilingual, bicultural education is essential if this educational alternative is to become a viable phase of general education. Research designs that are compatible to the population to be studied should be explored and utilized. The assessment instruments that ascertain the student's language proficiency and basic skills achievement should be used as effective guides in selecting a course of studies that serves the educational interest of the student and his/her family. Administrators should utilize practices that aggressively recruit bilingual, bicultural, biliterate teachers. Site administrators, bilingual coordinators and bilingual staff should seek methods and techniques that promote and enable them to implement services to the linguistically distinct students that provide equal status to the mother tongue while the student learns the second language. A sequential non-graded language development program in both languages that incorporate an open entry/exit curriculum to foster an opening up of the traditional curriculum to any students in the secondary school should be developed and implemented by the staff working with the students.

A COMPARISON OF SELECTED LANGUAGE, WORD-ATTACK, AND COMPREHENSION SKILLS OF NATIVE SPANISH-SPEAKING ELEMENTARY STUDENTS IN A BILINGUAL PROGRAM AND NATIVE SPANISH-SPEAKING ELEMENTARY STUDENTS IN A MONOLINGUAL PROGRAM Order No. 8015220

MORTENSEN, EILEEN MARY, PH.D. *The University of Wisconsin - Madison*, 1980. 136pp. Supervisor: Professor Dale D. Johnson

This study was designed (1) to compare word-attack and comprehension skill mastery of native Spanish-speaking elementary students in a Bilingual Program (English/Spanish) and native Spanish-speaking elementary students in a Monolingual Program (English) and (2) to compare productive English and Spanish language skills of students in a Bilingual Program and students in a Monolingual Program. An additional purpose of this study was to investigate the relationship between English language skills and reading skills of all subjects in the area.

Five specific questions were posed: (1) Do native Spanish-speaking students in a Bilingual Program (English/Spanish) master as many word-attack skills as do native Spanish-speaking students in a Monolingual Program (English)? (2) Do native Spanish-speaking students in a Bilingual Program (English/Spanish) master more comprehension skills than do native Spanish-speaking students in a Monolingual Program (English)? (3) Are native Spanish-speaking students in a Bilingual Program (English/Spanish) as proficient in English as are native Spanish-speaking students in a Monolingual Program (English)? (4) Are native Spanish-speaking students in a Bilingual Program (English/Spanish) more proficient in Spanish than are native Spanish-speaking students in a Monolingual Program (English)? (5) Is there a positive relationship between English reading skills mastery (word-attack and comprehension) and productive English language skills for all subjects in this area?

Data from Wisconsin Design Tests for Reading Skill Development were used to measure mastery of word-attack and comprehension skills. The Ramirez-Politzer Spanish/English Oral Proficiency Test was administered to assess productive English and Spanish language skills.

Subjects consisted of 65 students in a Bilingual Program at Vieau Elementary School in Milwaukee, Wisconsin. Twenty-seven fourth graders, 23 fifth graders, and 15 sixth graders who entered school speaking Spanish as their primary language and received initial reading instruction in Spanish made up the Bilingual Group. Nineteen fourth graders, 19 fifth graders, and 17 sixth graders enrolled in Kagel, Longfellow, and Forest Home Elementary Schools in Milwaukee, Wisconsin comprised the monolingual group. These students also entered school speaking primarily Spanish, but they learned to read in English and received all of their academic instruction in English.

The major conclusions of the study were as follows: (1) Results of a separate variance-estimate t-test indicated that there was no significant difference between subjects in the Monolingual Group and subjects in the Bilingual Group in terms of the number of word-attack skills mastered. (2) Results of the separate variance-estimate t-test indicated that subjects in the Bilingual Group mastered significantly more comprehension skills than did subjects in the Monolingual Group. (3) Results of a pooled variance-estimate t-test showed no significant differences between subjects in the Monolingual Group and subjects in the Bilingual Group on the productive English language test. Students in the Bilingual Group received significantly higher scores on the productive Spanish language test than did students in the Monolingual Group. A separate variance-estimate t-test was used to test the difference between group means. (4) Pearson zero order correlations were computed to determine if a relationship existed between selected English reading and language skills assessed in this study. Significant correlations were found between productive English language skills and word-attack and comprehension skill mastery.

A COMPARISON OF THE EDL LEARNING 100 PROGRAM AND THE WORKBOOK METHOD OF TEACHING READING TO CHOCTAW ADULTS Order No. 8021124

NAUGLE, MARGARET VANCE, ED.D. *Mississippi State University*, 1980. 58pp. Director: Dr. Walter E. Sistrunk

The purpose of the study was to compare two methods of teaching reading to Choctaw adults of the Mississippi Band of Choctaw Indians, Philadelphia, Mississippi. The problem was to determine if Choctaw adults enrolled in the Choctaw Adult Education Program who participated in the *EDL Learning 100 Program* differed significantly in reading achievement from a control group who participated in a traditional workbook method. As a means of structuring the problem, answers were wought to the following questions: (1) Is there a significant difference in the reading vocabulary achievement between learners in the control group and those in the experimental group? (2) Is there a significant difference in the reading comprehension achievement between learners in the control group and those in the experimental group? (3) Is there a significant difference in the reading vocabulary achievement between learners when the following selected characteristics are considered: age, sex, community and instructional time? (4) Is there a significant difference in the reading comprehension achievement between learners when the following selected characteristics are considered: age, sex, community and instructional time?

The instrument used in the study to collect the data was the *Tests of Adult Basic Education* (TABE). The TABE included a collection of achievement tests in reading, mathematics and language. The reading achievement was made up of two sub-scales which measured comprehension and vocabulary.

The population consisted of 535 adult learners enrolled in the Choctaw Adult Education Program. The subjects included the 134 program participants in the day classes of the three largest learning centers. The subjects were randomly assigned to Group A, the control group, or Group B, the experimental group. The sample was the 102 participants who completed both the pre- and post-test measurements.

The pre-test measure was given the first class meeting in January 1980. Following six weeks of treatment, the post-test measure was given. Other data collected included: the age of the participant, the participant's sex, the community where the participant attended class and the number of hours of instruction in reading the participant received.

The statistical procedures used in the analysis of the data consisted of an analysis of covariance, the model developed by Nie and associates, and an F-ratio, to determine the level of significant differences existing among the adjusted means for the groups tested.

The statistical analysis of the data revealed the following: (1) The *EDL Learning 100 Program* was a more effective method for improving reading vocabulary achievement than the traditional workbook method. (2) Age, sex, community and instructional time were not significant factors in the reading vocabulary achievement of the participants. (3) Age, sex and community were not factors in reading comprehension achievement of the participants. (4) Instructional time was a significant factor in the reading comprehension achievement of the participants.

Recommendations were made which focused around the following: (1) comparing other methods of teaching reading, (2) examining the effectiveness of the *EDL Learning 100 Program* with other Native American groups, (3) longitudinal studies to examine the instructional time factor, and (4) the possibility of allowing adult learners to select from alternate methods of instruction.

LANGUAGE SYSTEMS IN ADULT INFORMAL SECOND LANGUAGE LEARNERS

NELSON, JOHN E., PH.D. *McGill University (Canada)*, 1980.

This study was designed to examine the adult second language (L2) learner who develops proficiency without formal instruction. The literature on L2 acquisition and adult learning was surveyed and four subjects (*Ss*) were selected for analysis; two relatively strong English speakers and two relatively weak speakers. A sociolinguistic survey was done of the *Ss*' English experience, and linguistic and discourse analyses were made on their English productions.

Common orders of difficulty of various linguistic features were found across *Ss* as were common stages of acquisition. However, the *Ss*' relative success as L2 learners was not explained by their attitudes and motivations, their language learning aptitude, their involvement in English communicational situations or their approaches to learning and using the language. Instead, the relatively successful *Ss* apparently developed their English skills in different ways.

Recommendations were made for further research.

THE EFFECTS OF NEW-WORD DENSITY ON MEASURES OF READING COMPREHENSION IN UNIVERSITY ENGLISH AS A SECOND LANGUAGE STUDENTS Order No. 8022317

NEUFELD, JACQUELINE KRAUSE, PH.D. *The Ohio State University*, 1980. 171pp. Adviser: Professor Gilbert A. Jarvis

In a university setting, fluent reading is one of the most basic academic skills needed for survival. What differentiates a fluent reader from one that assiduously labors with an assigned text in one hand and a dictionary in the other? Educators in the field of second language acquisition have long assumed that comprehension is adversely affected by the introduction of too many unfamiliar words or, new-word density. The results of this study indicate that the important distinction between the two types of readers is the employment of successful predictive strategies rather than a large vocabulary.

This experiment randomly assigned intermediate-level university ESL students to one of two control groups or seven experimental conditions. The first control was a reading passage in which every sentence had been scrambled: the second control was a straight rendition of the text. Treatment one had a reading passage in which every third word was deleted and a nonsense syllable inserted in its place: thus establishing a new-word ratio of one-to-two. The second treatment had a ratio of one-to-four: for every four English words, one nonsense syllable was inserted. The ratios 1:6, 1:8, 1:10, 1:12, and 1:14 comprised the last five treatments. The passage was the same in each treatment: the variable that differentiated the experimental conditions was the frequency of nonsense syllables in the mutilated text. After reading the passage, each student was required to fill in the same cloze test of comprehension.

The results were scored by tallying only exact word replacements. The results from each group were then submitted to regression analysis using orthogonal polynomials. This analysis determined that a linear fit was the best characterization of the means: it also yielded a linear equation to be used in predicting future cloze test scores. The means were then compared to performance levels previously established by Bormuth for the cloze test so as to judge how well an ESL student could tolerate the various frequencies of new words.

The means for each of the treatments are as follows: treatment 1: 51%; treatment 2: 53%; treatment 3: 51%; treatment 4: 55%; treatment 5: 58%; treatment 6: 57%; treatment 7: 56%; control 1 had a mean of 53% while control 2 had a mean of 60%. These means were then compared to performance levels previously established for the cloze test: (a) independent level: 57% (b) instructional level: 44% (c) frustration level: 37%.

As is readily apparent from glancing at the means, each group tolerated, with varying degrees of comprehension, a fairly high new-word density. If new-word density is solely responsible for labored reading, these results would be different; therefore, other factors must be at work. From the results of this study, it seems clear that the major factor at work is the employment of predictive strategies in order to reduce uncertainty and derive meaning from the reading passage. By looking at the varying amounts of information remaining in the selections, one realizes that meaning was derived more through the use of skills involving knowledge of grammar and the world than through the decoding of the visual marks on the page. It would appear, therefore, that the needs of university-level ESL students would be best served by teaching them to use their knowledge of the English language to make accurate predictions.

READING COMPREHENSION AMONG BLACK AMERICAN ENGLISH SPEAKERS IN BLACK AMERICAN ENGLISH AND STANDARD AMERICAN ENGLISH Order No. 8017096

O'BRIEN, FRANCIS JOSEPH, JR., PH.D. *Columbia University*, 1980. 111pp.

This study was designed to test two hypotheses. The first hypothesis stated that subjects who received prior training in the reading of Black American English literary material would comprehend more when passages and questions were written in Black American English than subjects who received no prior training in reading Black American English literary materials. The second hypothesis stated that subjects would comprehend more when passages and questions were written in Black American English than when passages and questions were written in Standard American English.

Four linguistically equivalent and parallel reading comprehension test forms were developed in Black American English and Standard American English. Test forms consisted of six passages adapted from the STEP Listening Comprehension Test, 3B, and one Biblical passage. Previous use of the material assured the linguistic equivalence of the forms.

The sample consisted of New York City black incarcerated youths ranging in age from sixteen to twenty years with an average educational level of approximately ten years. Background variables gathered on all subjects consisted of age, years of formal schooling, and time lived in New York City. Home addresses of subjects were also examined to ascertain general socioeconomic level.

One group of subjects (experimental group) was selected to undergo training in the reading of diverse literary materials in Black American English for five hours prior to comprehension testing. Subjects comprising a second group (control group) were matched individually with subjects in the experimental group on age and educational level. No training with dialect materials was given to control group subjects.

Following the training period, forty subjects from the experimental group were randomly assigned to one of the four following treatment groups which identifies the passage and question condition subjects were assigned to: Black American English Passage/Black American English Question, Black American English Passage/Standard American English Question, Standard American English Passage/Standard American English Question, Standard American English Passage/Black American English Question. Forty control group matched subjects were assigned to the same four passage and question treatments.

A split-plot factorial analysis of variance (matched subjects) revealed no statistically significant main or interaction effects. However, treatment effects of approximately three-tenths and one-half of a standard deviation were found for educationally relevant subgroups. Supplementary post-hoc analyses of variance revealed a significant main effect for educational level in each treatment group and for the total sample.

A replication of the study for a larger sample size with subgroups tested entirely in Black American English and Standard American English only with a more liberal time limit was suggested. Studies investigating whether dialect materials would benefit a younger age group including females as well as longitudinal studies investigating the teaching of reading to disadvantaged black children with Black American English texts were also suggested.

A STUDY OF THE RELATIONSHIP OF NOUN PLURALIZATION SKILLS AND READING ACHIEVEMENT WITH THIRD GRADE BLACK-ENGLISH-SPEAKING STUDENTS Order No. 8015093

PARSONS, JEANETTE, ED.D. *Columbia University Teachers College*, 1980. 77pp. Sponsor: Professor Anne McKillop

This study explored the relationship between noun pluralization skills and reading achievement with third grade Black-English-Speaking students. Three testing instruments were developed to examine students' noun pluralization skills; they were "The Noun Number Comprehension Test," "The Noun Production Test," and "The Big Snow Reading Test."

"The Noun Number Comprehension Test" is a 14-item silent reading test; it measures the subjects' ability to match single or plural pictures to designated singular or plural nonsense words. For example, subjects would read the sentence: *The funny wuks laughed.* They would then have to choose which one of four pictures graphically represented the illustrated sentence. For "The Noun Production Test," subjects were shown a cartoon-type creature and were given a nonsense name for it. They were subsequently shown two or more of the same type creatures and they were asked what name they would call them. "The Noun Production Test" contains fifteen items. "The Big Snow Reading Test" is a story that is to be read aloud by the respondents. It measures the readers ability to pronounce the /s/ at the end of designated nouns during oral reading. All three instruments measured subjects' proficiency in using the noun plural.

Data were collected from seventy-seven (77) third grade students, all from Central Harlem schools. Race, socio-economic status and place of residence were the indices used to determine that the subjects were Black-English-Speakers. Subjects were administered "The Noun Number Comprehension Test" in groups of five. They were then tested individually on "The Noun Production Test" and "The Big Snow Reading Test." For "The Noun Production Test" and "The Big Snow Reading Test," test results were recorded manually and by recording cassettes. An analysis of the data indicated that: (1) Black-English-Speaking subjects had not mastered noun pluralization skills at an 80% level of Competency; (2) performance on test of noun pluralization skills was associated with 32% of the variance in subjects' reading achievement scores.

Qualitative analysis of the data showed Black-English-Speaking subjects could intellectually generate the rules for noun pluralization even though they do not use these features consistently in their speech.

The evidence from the present research data points to the need to: (1) develop alternate instruments to assess reading skills of Black-English-Speaking students, so that reading achievement scores would reflect real achievement rather than the effects of faulty noun pluralization skills. (2) employ instructional strategies that use the contrastive analysis approach to teach noun pluralization skills to Black-English-Speaking students.

SYNTACTIC COMPLEXITY OF THE BILINGUAL CHILD: SOME THEORETICAL CONSIDERATIONS AND PEDAGOGICAL IMPLICATIONS Order No. 8021498

PEREZ, CHARLENE SHARON GILLESPIE, PH.D. *The University of Texas at Austin*, 1980. 294pp. Supervisor: Rudolph F. Martin

The present study was designed to analyze and describe the syntactic complexity revealed in the writing samples of monolingual Spanish-speaking schoolchildren and bilingual Spanish/English-speaking schoolchildren at three grade levels. Two controlled-content passages were used to elicit the samples. The first passage, entitled *La gravedad*, elicited rewrites in Spanish from all subjects. The second passage, the Aluminum passage developed by O'Donnell (1967), elicited rewrites in English from the bilingual subjects. These groups of adults also participated in the study by rewriting one or both of the passages.

The statistical analysis was undertaken to determine if the selected independent variables (grade, performance level, and language) are predictors of syntactic complexity in written Spanish collected from monolingual and bilingual schoolchildren and adults, as well as in written English collected from bilingual schoolchildren and adults. Two other variables, sex and socioeconomic status, were controlled by assigning equal numbers of each sex to each cell and by drawing the sample from an area designated by the United States government as economically deprived.

The methods of analysis were those developed by Hunt (1965, 1970) to analyze controlled-content writing and free composition and by Bateman and Zidonas (1966) to classify errors in English prose writing. These methods employed the following measures as dependent variables: T-unit length, clause length, subordination, coordination, sentence length, sentence-combining techniques, and errors. The sentence-combining techniques were coordinate predicates, dependent clauses, reductions to less than a predicate, and reductions to less than a clause.

Eight hypotheses were formulated to interpret the results of the analyses. The findings in the analyses of the rewrites of the *La gravedad* passage showed that grade is a significant predictor of all the syntactic measures except T-units per sentence. Performance was a significant predictor of T-unit length, clauses per T-unit, dependent clauses, and reductions to less than a predicate. Language was significant for words per T-unit and words per clause. A high, but nonsignificant, score was reported for interaction between performance and language on both reductions to less than a predicate and reductions to less than a clause. Monolingual and bilingual schoolchildren did not vary significantly in the varieties of transformations used in the rewriting the *La gravedad* passage.

Similar results were obtained from the analysis of the Aluminum passage rewrites. Neither grade nor performance level were significant in the analysis of coordinate predicates or words per sentence. Grade was not a significant predictor of T-units per sentence. The skilled adults differed significantly from the high-performance tenth graders on all measures except T-units per sentence and coordinate predicates. Considerations for language theory and additional research were offered along with certain implications for education.

THE EFFECTS OF TESTWISENESS, LANGUAGE OF TEST ADMINISTRATION, AND LANGUAGE COMPETENCE ON READINESS TEST PERFORMANCE OF LOW ECONOMIC LEVEL, SPANISH-SPEAKING CHILDREN Order No. 8016031

POLLACK, MELANIE DREISBACH, PH.D. *University of California, Los Angeles*, 1980. 114pp. Chairperson: Professor Barbara K. Keogh

This study was designed to examine the effects of three factors on the readiness test performance of low economic level, Spanish-speaking kindergarten children. The factors include testwiseness, language of test administration, and language competence in Spanish and in English.

The 131 participants, 74 males and 57 females, attended morning or afternoon kindergarten session of a southern California public school located in a predominantly low economic level, Spanish-speaking neighborhood. Children identified by their teachers as fluent or proficient in Spanish were included in the sample. A stratified randomization process was used to form twelve training groups comprised of approximately ten pupils. To assure comparability of language aptitude, teacher ratings of English language facility were used to stratify the sample before random assignment to training groups. The Basic Inventory of Natural Language (BINL) and Oral English Proficiency Placement Test also provided measures of English facility which were combined with teacher ratings to provide a composite English language competence score for purpose of data analysis.

Two 30 minute training sessions were conducted in Spanish by trained bilingual classroom aides. Half of the children were pretrained on test-taking skills and half were engaged in a coloring activity. One week later a readiness test was administered twice, once in Spanish and once in English with order of language of test administration counterbalanced. Training in test-taking skills included familiarizing children with multiple choice test format and standardized testing vocabulary and providing practice in marking responses appropriately, listening carefully, following directions, and attending to task. Standardized readiness testing consisted of 60 items taken from three instruments of the CIRCO test battery in Spanish and the same 60 items from the CIRCUS test battery in English.

Data were analyzed by three different procedures including multiple t-tests, analyses of covariance, and stepwise regression analyses. The three factors under investigation were found to influence readiness test performance of these children. Children trained in test-taking skills performed better on Spanish and English administrations than children not trained. Children tested in Spanish performed better than children tested in English. When order of language of test administration was considered, children tested in Spanish first performed better on testing in English than children not tested in Spanish first. The first factor, language competence in English, was related positively with performance on the readiness tests in Spanish and in English.

When the effect of English language competence was controlled in data analysis, a sex difference in readiness test performance evidenced in simpler analyses disappeared. Consideration of English language competence, therefore, allowed a more accurate interpretation of sample performance. The effect of Spanish language competence could not be evaluated because of the restricted range of Spanish facility resulting from the selection criteria. One additional finding regarded the effect of kindergarten session. Performance of morning session children was better than performance of afternoon session children, with untrained children in the morning session performing as well as trained children in both sessions.

All three factors under investigation influenced the readiness test performance of low economic level, Spanish-speaking children. The major finding, however, was the positive effect of training in test-taking skills on readiness test performance.

LANGUAGE VARIABLES IN THE READING ACHIEVEMENT OF BLACK LOW SOCIO-ECONOMIC CHILDREN Order No. 8025104

PICA, LOUIS, JR., ED.D. *Temple University*, 1980. 117pp.

A reality of the American educational system is that acceptable academic performance is predicated on a child's ability to decipher printed words. The primary vehicle of instruction in most regular and special classes is reading. A second reality inherent in our educational system is the higher incidence of reading difficulties among low socio-economic-status (SES) inner city black youngsters in comparison to their white middle class counterparts. One area that has received much attention as a potential source of these reading difficulties is the unique characteristics of black language development. Specifically, the grammatic differences that exist between standard English and Black English Vernacular (BEV) have been offered as potential impediments to the acquisition of basic reading skills among black children who speak this distinct dialect. Another area of linguistic functioning that is thought to play a major role in the reading process is extent of vocabulary. This is another area where lower class black children are believed by some to have deficiencies that also impede progress in reading. The primary purpose of this study was to examine five language variables to determine if they, collectively and individually, discriminate between two groups of average IQ good readers and poor readers. Secondly, the intent was to examine the constructs that underlie these language variables to identify similarities and differences. The language areas appear to be a logical place to search for the keys to this perplexing learning riddle considering the recent evidence that has been amassed to support a verbal-deficit hypothesis as the primary cause of reading failure.

The present study assessed a sample of 50 lower class black fifth graders of average intelligence with a battery of five language based tests. Of the 50 youngsters, 25 were reading on or above grade level (Group 1) and 25 were reading on a third grade level and below (Group 2). Two of the instruments were vocabulary tests, administered in an oral and written fashion, that purported to measure the size of a person's vocabulary. One instrument assessed the extent of morphologic knowledge of standard English. The last instrument in the battery was a paired-associates test given under two administrative conditions. The paired-associates test was included because it is a language based test and a task that lower-class black youngsters, under certain administrative conditions, have shown to perform as well as white middle class children. It was hypothesized that all five variables considered

collectively would discriminate significantly between the two groups. It was also predicted that the mean scores on four of the five variables would be significantly higher for Group 1 than Group 2.

The results of a discriminant analysis revealed that the two groups were statistically distinct on the set of five predictor variables. The subsequent t-tests further revealed significantly higher scores for Group 1 on both vocabulary tests, the morphologic knowledge of standard English and the paired-associates test under conditions of mild prompting. A principal-factor analysis revealed two very distinct factors. Factor 1 was comprised of the two vocabulary tests and the morphologic knowledge test while factor 2 was comprised solely of the two paired-associates tests.

The results of this study strongly reaffirm the widely accepted notion that reading is a language based skill. Two essential elements in this language base which underlie reading suggested by the study are vocabulary-concept knowledge and knowledge of the grammatic rules which govern the printed language. The results of the factor analysis confirmed the existence of a common linguistic construct underlying these two variables. Finally, the study suggested that limited vocabulary size and poorly developed understanding of the grammatic rules which govern standard English are significant impediments to the development of adequate reading skills among low SES black children.

LINGUISTIC DEMANDS AND COGNITIVE FUNCTIONING OF STANDARD VS. BLACK ENGLISH AMONG BLACK CHILDREN

Order No. 8013103

ROGERS-WRIGHT, MARY ANN, PH.D. *Howard University*, 1979. 258pp.

The purpose of the present study was to examine the effects of the linguistic demands of Standard English on the cognitive functioning of Black children who speak Black English. More specifically, the study attempted to determine the extent to which performance on tasks demanding high cognitive skills is influenced by the formal structural features of the language of instruction. Subjects were drawn from the fifth and sixth grades of four Roman Catholic parochial schools located in the inner city areas of Washington, D.C. All schools were above 90% Black and were in predominantly low-income areas. One hundred and sixteen subjects were randomly selected from among those children who had met previously set speech pattern and cognitive level criteria. Fifty-eight subjects were designated Black English Dominant and 58 were designated Standard English Dominant. Each dialect group was further subdivided into equal numbers of high and low transitionals.

Equal numbers of both dialect groups and their subdivisions were randomly assigned to treatment conditions: Black English presentation of a videotaped science lesson unit, and Standard English presentation of the same material. The two versions were identical in all respects except language of presentation. Tests, identical in all respects except language were administered immediately after presentation--immediate feedback--and one week later--recall. The tests were designed to measure the effects of treatments on cognitive skills of comprehension, problem-solving, and inferencing.

It was hypothesized that there would be no significant difference in performance as a function of Mode of Presentation, Dialect, and Cognitive Level. The results indicated significant main effects of Mode of Presentation in the direction of Standard English presentation, Dialect and Cognitive Level for the measure of immediate feedback. Similar results were obtained for the measure of immediate feedback. However, there were no significant main effect of Dialect when the measure was performance on recall. No significant interactions were obtained for either measure.

Post hoc comparisons using the Student Newman-Keuls procedure indicated significant differences between the means of the Black English Dominant/Black English presentation and those of the Black English Dominant/Standard English presentation favoring the latter group, for both measures. A significant difference was observed between the means of the two dialect groups taught in Standard English for measure of immediate feedback, but not for measure of recall. No differences were observed between the two dialect groups when cognitive level was added as a factor.

The direction of significance for mode of presentation appears to indicate that Standard English does not impose constraints on the cognitive functioning of Black children who speak Black English. This appears to contradict previous research findings that indicated that the poorer academic performance of Black children resulted from the speech pattern they utilized. The author suggested that a purely linguistic explanation may not be adequate to explain the poorer performance of Black children. It was suggested that attention should be refocused on such factors as teacher attitudes toward Black children who speak Black English and the motivation to succeed academically among low-income children. Recommendations for further research included studies to investigate the effects of teacher attitudes toward speech patterns on the self-concept and academic performance of Black children, as well as studies which linked speech patterns to cognitive developmental level and academic performance.

READING ACHIEVEMENT OF CHICANO CHILDREN AS A FUNCTION OF LANGUAGE SPOKEN AND LANGUAGE PREFERENCE

Order No. 8017385

THOMAS, DORINA ALANIZ, PH.D. *The University of Michigan*, 1980. 132pp. Chairman: Donald E. P. Smith

Purpose of the Study. The purpose of the study was to investigate a group of fourth grade South Texas Chicano students with respect to the relationship between reading achievement and SES, age, time in the bilingual program, form of Spanish spoken (Standard or Pochismo) and language(s) (English, Spanish, Bilingual, Mixed-English and Mixed-Spanish) spoken and/or preferred in the social context of family, friends and church. This investigation was conducted to determine which variable is the best predictor of reading achievement in both Spanish and English.

Procedures. The study sample consisted of 192 fourth grade Chicano students involved in a bilingual program. The study was conducted in the Southern part of Texas known as the Coastal Bend. Interview data and standardized test scores were gathered from a school district with a 100% Chicano population in the fourth grade.

The design of the study made it possible to ascertain predictors for English and Spanish skills from among 12 variables. The power of each predictor was determined by a multiple regression procedure.

Conclusions. The researcher concluded the following: (1) Chicanos speak a language other than pure Spanish or pure English, a dialect of Spanish consisting of a speech mixture along with English borrowing. (2) Those that speak a pure language (English or Spanish), but who borrow from English, acquire better English and Spanish reading skills when reading is taught in a standard way than do those who speak other than a pure language. (3) Those that speak Mixed-English and Mixed-Spanish experience difficulty in acquiring English and Spanish reading skills when reading is taught in a standard way. (4) Language interference may be attributed primarily to speech mixture rather than to the phenomenon of English borrowing. (5) Those who speak bilingually meet with more reading success in both English and Spanish than those that speak English, Spanish, or a mixture of these languages when reading is taught in a standard way. (6) The family language preference, when in conflict with the language actually spoken by the family, will be a factor in the success with English or Spanish reading when taught in the standard way. (7) That the preferred-community languages when in conflict with the preferred-family languages will be a factor in the success with English and Spanish reading when taught in a standard way. (8) Diverse language spoken and preferred contribute to poor reading performance when the student population is taught to read in a standard way.

A STUDY OF ATTITUDES TOWARD READING AND SELF-CONCEPT OF STUDENTS IN A SELECTED BILINGUAL INDIVIDUALIZED READING PROGRAM

Order No. 8017394

VILLARREAL, JUDITH GARCIA, PH.D. *The University of Michigan*, 1980. 166pp. Chairman: Irene K. Heller

Purpose of the Study. The purpose of this study was to determine the effects of individualized reading instruction on measures of attitudes toward reading and measures of self-concepts of a group of second grade students enrolled in a bilingual education program. In addition, an observational study was conducted in an effort to gather information regarding actual instructional procedures during reading instruction in both 'individualized' and 'non-individualized' classrooms.

Procedures. Two groups of second grade students enrolled in a selected school district's bilingual program were selected to participate in the study. Group A consisted of sixty-nine students who were participating in a bilingual demonstration project and receiving individualized reading instruction. Group B was made up of seventy-five students who were receiving traditional basal reading instruction. In order to measure the students' attitudes toward reading and self-concepts *The San Diego County Inventory of Reading Attitudes* and *The McDaniel-Piers Self-Concept Scale for Primary Grades* were administered to both groups. A three way analysis of variance statistical technique was used to test the significance of differences between group means on both instruments administered.

Daily observations were also made in each of the six selected classrooms, three 'individualized' classrooms and three 'non-individualized' classrooms, in order to gather additional information regarding actual classroom operations during reading instruction.

Results. Findings of the statistical study showed no significant differences in mean attitude or self-concept scores between students in the individualized and non-individualized reading groups. However, there was a significant difference in mean self-concept scores between girls in the individualized group and girls in the non-individualized group.

Significant positive correlations were reported between attitudes toward reading and self-concepts; English reading ability and reading attitude; students' English language fluency and self-concepts; English language fluency and self-concepts; English language fluency and Spanish reading ability. There was also a significant correlation between English language fluency and attitudes toward Spanish reading.

Recommendations. In view of the findings of this study, the following recommendations are made: (1) Further study assessing the education experiences of limited English speaking students is necessary in order to seek more effective strategies for improving the education outcomes for these students, (2) More systematic observational studies which usually result in more meaningful and useful information should be conducted, (3) A research study investigating both the cognitive and affective effects of delaying English reading instruction for limited English speaking students would provide valuable information for educators in their endeavor to provide more effective educational programs for limited English speaking students.

THE TRANSFER OF READING SKILLS BETWEEN FIRST AND SECOND LANGUAGE IN BILINGUAL JUNIOR HIGH STUDENTS OF SPANISH ORIGIN Order No. 8025968

WILLIAMS, CARL LYMAN, PH.D. *Washington State University*, 1980. 186pp. Chairman: Robert J. Grunewald

The purpose of this study was the examination of the transfer of reading skills between English and Spanish under three different modes of reading instruction. This examination was conducted at the global and specific skill level.

Subjects were 56 seventh grade students who had been screened for bilinguality. The pretest-posttest randomized design was utilized. Subjects were randomly assigned to three treatment groups: (a) bilingual reading instruction, (b) Spanish reading instruction, and (c) English reading instruction in their regular class room. The experiment lasted for 9 weeks.

The experiment was designed to test three research hypotheses: (1) There is no significant difference among the adjusted English reading posttest means of the three treatment groups (bilingual, Spanish, and control) after adjusting for the English reading pretest score as the covariate. (2) There is no significant mean difference among the adjusted Spanish reading posttest means of the three treatment groups (bilingual, Spanish, and control) after adjusting for the Spanish reading pretest score as the covariate. (3) There is no significant evidence of the transfer of specific reading skills between English and Spanish reading for the experimental groups. The scores from Reading Inventory and Spanish Informal Reading inventories were used as the pretest/posttest criterion measures. In addition, data were gathered on six additional variables.

Analysis of covariance was employed to test the first two hypotheses. Pretest scores were used as the covariate in each case.

Results of statistical analysis showed no significant differences among group means with respect to the English posttest and Hypothesis 1 was accepted. Statistical analysis showed significant differences among group means on the Spanish posttest. Hence Hypothesis 2 was rejected. The *t* tests showed that bilingual or Spanish reading instruction gave significantly greater group Spanish reading mean scores than English instruction. There were no significant differences between the two experimental groups.

The third hypothesis was tested through the use of χ^2 analysis of six specific reading skill differences. Significant evidence of transfer of one specific skill was found in English reading and the transfer of interfering behaviors to Spanish was significant. The third hypothesis was rejected since there were two of six categories in which significant effects were observed.

Conclusions drawn from the findings were that (a) the transfer of reading skills was a replicable phenomenon, (b) such transfer can result in a rapid growth in reading levels, and (c) it may be possible further to isolate specific transfer under more stringent conditions.

Implications of the study included: (a) if a language is a societal priority, then native speakers of that language can be rapidly and effectively made literate, (b) considerable work needs to be done in language and reading testing to allow more precise investigation of interlingual learning and transfer, and (c) if such instrument development occurs, the results could shed light on the phenomenon of language learning and processing.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042